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KINDERGARTEN PLAN FOR THE SPRING QUARTER.

ANNE ELIZABETH ALLEN.

THE garden will be the focal point toward which the work in the kindergarten for the spring term will be directed. Every element directly affecting this subject will be closely observed, and the pictorial aspect of the whole subject will be worked out. From the time of the opening of the first pussy-willows every change in our environment will be watched. The first budding of the trees, return of the birds, opening of cocoons, length of day, rising and setting of sun will be noticed. We shall have constant outdoor excursions to the parks and lake in order to follow closely these changes as they appear.

Last October much of our time was spent in collecting seeds from the plants in the entire garden. These were separated, divided, and put away in envelopes made by the children. This spring we shall set aside a part of our garden space for planting these seeds as we choose, avoiding only too much crowding and finding out the best place for vines as well as plants needing no support. Besides this space, each child will have a plot of ground for himself in which he may plant the seeds he brings from home. If we may have more ground we shall plant vegetables that the summer-school children may use for their parties. The older children will be helped (not interfered with) to find the best way to plant their seeds, while the younger ones will be left mostly to their own devices.

The following is only a suggestive program which will yield to any stronger interests which may grow out of our winter work :

APRIL.

Water, its source and uses.—Where does water come from? Where do the water pipes get it? Where do the clouds get it? Where does the rain fall? Where does it all go when it falls upon the ground, sidewalks, houses, into the street gutters, etc.? (Trace water to the lake.) Where do the clouds get the water? (Experiments in evaporating and condensing water; condense steam from spout of teakettle, etc.) What becomes of the water that falls upon the ground? (Experiment with different soils.) Watch action of rain on the ground; how it makes ridges and carries off particles; how it settles in hollow places and runs down inclined places. Go to the lake and watch action of waves on the shore. Uses of water in homes—such as bathing, drinking, scrubbing, washing dishes and clothes, and sprinkling the lawn.

Work of sun and wind.—Use sunglass to show how hot the concentrated rays are. Effect of sun on plant life. Why do we have greenhouses? Visit conservatory in South Park, noting structure and temperature. Compare

temperature inside and out, and note how plants thrive in such an atmosphere, specially calling attention to the moisture there.

What do we see the wind doing when we go to the parks or along the street? Have you ever seen it carrying seeds? (Show how the wind will carry milkweed seed.) Why does it carry seeds? What else carries them? Did you ever see seeds being carried by water?

MAY AND JUNE.

These two months will be spent mostly in making our garden. Things to be considered in making our garden: ground space, its situation and protection; kind of soil; supply of water; tools needed; use of each kind; care in planting. What do plants need? (This as a review and to give the children personal experiences.)

Test with four seeds of same kind: First seed, plant in soil without water; second seed, plant in wet soil and keep in the dark; to third seed, give water and no soil; to fourth seed, give water, soil, and light. Note effect of treatment on each and decide upon best conditions for our garden.

We shall spend at least an hour a day out-of-doors and devote what time is needed to the care of the garden, bringing in the weeds as they appear, so that the children may become acquainted with them and know what plants to discard.

Materials used.—Large blocks for roofs, gutters, sidewalks; second-gift beads, garden hose, and springling carts; clay for modeling hose, bath-tub, sprinkling hose, dishpan, laundry tubs, and soap; also for making birds' nests and cocoons; soft tin for garden tools; sunglass and prism; triangular, circular, and square tablets to represent flower beds.

Number processes.—Measuring garden beds; spacing for planting of seeds; dividing up the seeds among each other; best forms for flower beds experimented with, having in mind the economy of space.

Games.—Impersonation of growing plants; cocoons and moths; hen and chickens; mother bird with little birds; clouds and rain; dandelions.

Songs.—Eleanor Smith, "To the Great Brown House;" "In the Snowing and the Blowing;" "In a Hedge;" "Plump Little Baby Clouds;" "The Rain Carriage;" "God Sends His Bright Spring Sun;" "Baby, What Do the Blossoms say?" Jessie Gaynor, "The Light Bird;" "The Tree's Friend;" "The Flower Bed;" "Birth of the Butterfly."

Stories.—Celia Thaxter, "Peggy's Garden and What Grew Therein;" A. E. Allen, "Three Neighbors;" F. J. Cooke, "The Swan Maidens," "The Palace of Alkimös;" Scudder, "The Story of Chicken-Licken;" M. M. Dodge, "How Double-darling's Shoes Became Ladies' Slippers;" K. D. Wiggin, "Aqua, or the Water Baby;" F. Stockton, "Old Pipes and the Dryad."